

Effective Tier I Instruction for English Language Learners (ELLs)

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Title III

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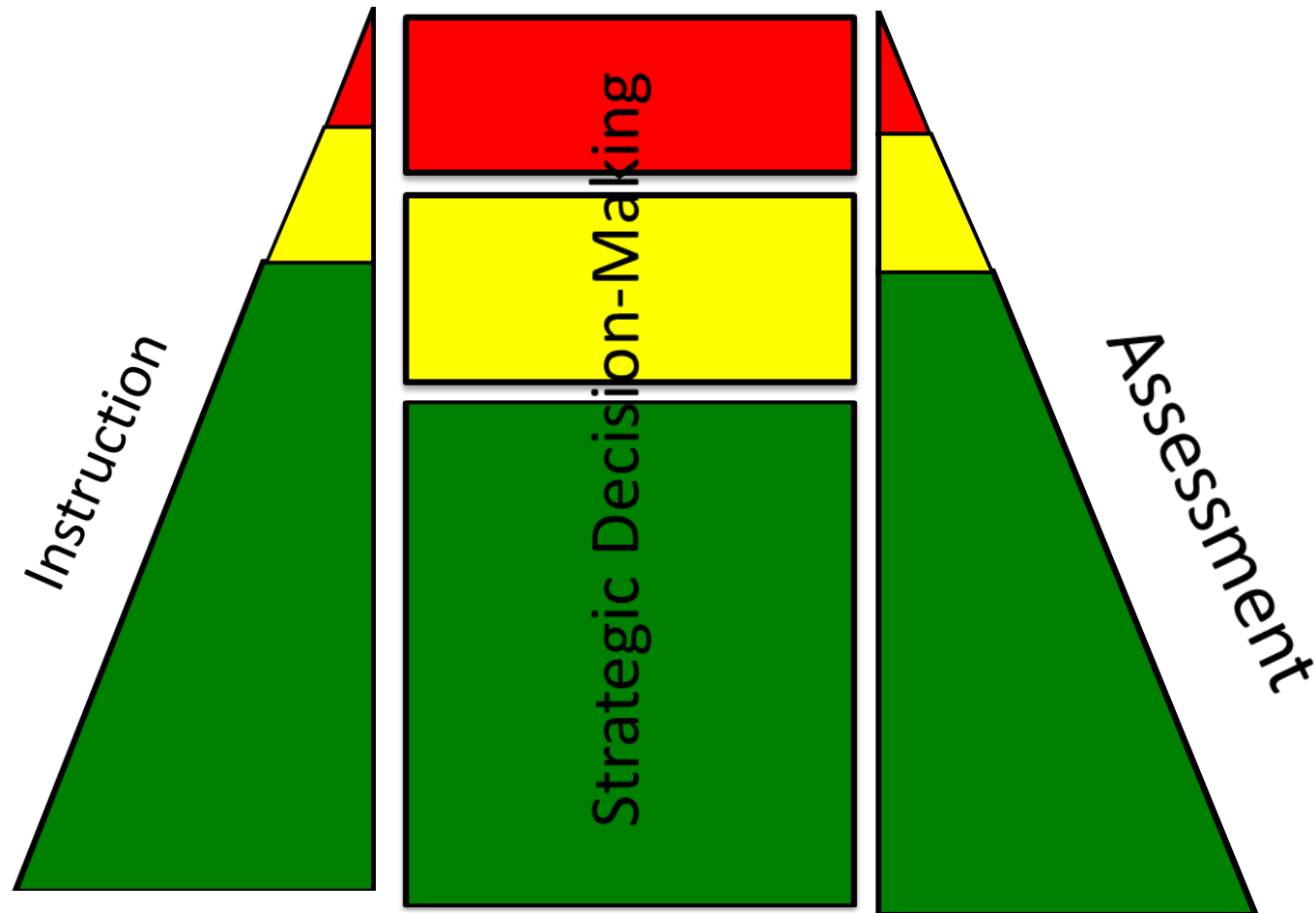
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Norms

- Be an engaged participant
- Respect the opinions of others
- Cell phones to vibrate

- PURPOSE:
 - To assist educators in providing high-quality Tier I instruction for English Language Learners.
- GOAL:
 - By the end of day II, participants will be able to provide systematic instructional practices to meet the academic and linguistic needs of ELLs and provide support to colleagues through data teams and/or trainings to improve instruction for ELLs.
- EXPECTATIONS:
 - By the end of day I of training, participants will be familiar with the foundations of language learning, learning expectations for ELLs, and some instructional practices that are most effective with ELLs.
 - By the end of day II training, participants will deepen their knowledge of instructional strategies for ELLs in order to enhance instruction for ELLs and support colleagues through data teams and/or trainings.

SRBI Framework for Student Achievement



- Focus**

- For **ALL** students (including bilingual and English language learners, special education students)*

- Curriculum and Instruction**

- Scientifically and evidence based curriculums that are culturally relevant and implemented with fidelity

- Grouping**

- Multiple grouping formats** to meet student needs (whole group, flexible grouping for differentiated instruction, individualized instruction)

- Instructional Time**

- Appropriate to the content area and developmental level of the student

- Assessments**

- Universal Common Assessments, benchmark assessments, common formative assessments, summative assessments, Curriculum Based Measures

- Interventionist**

- General education teacher with collaboration from school specialists

- Setting**

- General education classroom

- “The first step in following the RTI [SRBI] model is ensuring that general education instruction reflects best practice and meets the students’ academic and linguistic needs. For ELLs who struggle, we need to consider what instructional accommodations are necessary for them to succeed academically.”
- - Center for Research on the Educational Achievement and Teaching of English Language Learners

- 1. Individually examine the Common Core of Teaching.
- 2. Which indicators of each domain do you think are most important for ELLs?
- 3. Small Group Discussion: Groups discuss and select 6 that they feel are most relevant to ELLs.

Two Types of Language

- Conversational Language
- Academic Language

Stages of Second Language Acquisition

Stage	General Time Frame	Characteristics	Teacher prompts
Pre-production	0-6 Months	Student understands very little English. May be in silent period or only give one or two word responses.	Show me.. Draw.. Point to...
Early production	6 months – 1 year	Student has <u>limited</u> understanding of English and produces 1 or two word responses. May understand more than he/she can express	Yes or no questions Either/or questions Lists Labels
Speech Emergence	1-3 years	Student understands most conversational English, but not academic language and idioms. Can produce simple sentences, but makes grammar and pronunciation errors. Still has limited vocabulary.	Why..? How..? Explain.. Short answer questions
Intermediate Fluency and Advanced Fluency	3-5 years and 5-7 years	Speaks in fluent sentences using standard grammar. May have difficulty understanding complex content area materials. Limited understanding of less commonly used words and subtleties in language.	What do you think would happen if..? Why do you think..?

Useful websites

- <http://www.arkansased.gov/>

Under Curriculum and Instruction, English Learners